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AUTHOR Hanna, Sami A.; Greis, Naguib  
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ABSTRACT

This volume, designed as a companion to "Introducing Literary Arabic" provides basic grammatical explanations essential in first-year courses. Each of the 15 units, with the exception of the first, contains related grammatical notes, paradigms, and illustrations. The grammatical rules are intended to make explicit general underlying structures. Arabic calligraphy is used extensively throughout the text. For the companion documents, see ED 024 953.  
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# Introducing Literary Arabic

VOL. II

*Grammatical Notes*

By

SAMI A. HANNA  
University of Utah

NAGUIB GREIS  
Portland State University

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Grammatical Notes-  
A Companion to Introducing Literary Arabic

Preface

This Volume II is designed as a companion to Volume I, Introducing Literary Arabic. It follows Beginning Arabic as one of the series to present Arabic as a living language. The Companion provides in some detail the basic grammatical explanations which the learner of Arabic needs at the first level.

In constructing these explanations due attention has been paid to contrastive analysis and the specific problems of the English speaker learning modern Arabic.

By modern Arabic here we refer to the formal variety as used by contemporary writers. It is assumed that while this form of Arabic bears close affinity with old "classical Arabic", its usage is much influenced by the spoken not only in vocabulary but in idiom and to some extent in structure. Thus wherever helpful reference is made to what Arabs actually use, however different this may be from traditional usage.

With the exception of the first, each unit is provided with related grammatical notes, paradigms, and illustrations. The 'rules' given are intended to make explicit the general underlying structure.

Needless to say, It is only with constant practice that these 'rules' can be internalized and language mastery achieved. For this reason the student is urged to do as many of the exercises included as possible.

S.A.H.

N.G.

## INTRODUCING LITERARY ARABIC

Text: page 4

### Unit I Grammatical Notes

#### PERSONAL PRONOUNS

(I)

In Arabic, there are two sets of personal pronouns:  
Independent and Appended:

#### A. Independent Pronouns

Person	Gender	Number		
		Singular	Dual	Plural
1		أَنَا		نَحْنُ
2	m.	You أَنْتَ	أَنْتُمَا	أَنْتُمْ
2	f.	You أَنْتِ	أَنْتُمَا	أَنْتُنَّ
3	m.	He هُوَ	هُمَا	هُمْ
3	f.	She هِيَ	هُمَا	هُنَّ

#### Remarks:

1. The pronouns أَنْتُمْ and هُمْ if followed by a definite article, e.g. آل, the sukun changes to a dammah.

Example: They are Arabs.

هُمُ الْعَرَبُ

2. A pronoun may serve as:

a. an emphasis marker

Example: You (m.pl.) go out!

He hit me!

(أَنْتُمْ) أَخْرَجُوا !  
هُوَ ضَرَبَنِي (أَنَا) !

b. a subject in a verbless sentence

Example: She (is) a student.

هِيَ طَالِبَةٌ

c. part of a definition question or an interrogative pattern.

Example: Who are you (m.s.)?

مَنْ أَنْتَ؟

What is Damascus?

مَا هِيَ دِمَشْقُ؟

d. copula in a verbless sentence; in this case the pronoun resolves the ambiguity in the pattern

Example: Beautiful Beirut/Beirut is the Beautiful

بَيْرُوتُ الْجَمِيلَةِ

Beirut is the Beautiful. (unambiguous)

بَيْرُوتُ هِيَ الْجَمِيلَةُ

e. part of special expressions

Example: "O.K."

وَهُوَ كَذَلِكَ

## B. Appended Pronouns or Pronominal Suffixes

### With Nouns

Person	Suffix-Singular	Suffix-Dual	Suffix-Plural
	Number		
1	-i: كِتَابِي		-na: كِتَابُنَا
2 m.	-k كِتَابُكَ	-kuma: كِتَابَكُمَا	-kum كِتَابُكُمْ
2 f.	-ki كِتَابُكِ	-kuma: كِتَابَكُمَا	-kunna كِتَابُكُنَّ
3 m.	-u كِتَابُهُ	-huma: كِتَابَهُمَا	-hum كِتَابُهُمْ
3 f.	-ha: كِتَابُهَا	-huma: كِتَابَهُمَا	-hunna كِتَابُهُنَّ

### With Verbs

1	-ni: شَكَرْنِي		-na: شَكَرْنَا
2 m.	-k شَكَرَكَ	-kuma: شَكَرَكُمَا	-kum شَكَرَكُمْ
2 f.	-ki شَكَرَكِ	-kuma: شَكَرَكُمَا	-kunna شَكَرَكُنَّ
3 m.	-a(h) شَكَرَهُ	-huma: شَكَرَهُمَا	-hum شَكَرَهُمْ
3 f.	-aha: شَكَرَهَا	-huma: شَكَرَهُمَا	-hunna شَكَرَهُنَّ

With Prepositions

1	-ya	عَلَيَّ		-na:	عَلَيْنَا	
2 m.	-ka	عَلَيْكَ	-kuma:	عَلَيْكُمَا	-kum	عَلَيْكُمْ
2 f.	-ki	عَلَيْكِ	-kuma;	عَلَيْكُمَا	-kunna	عَلَيْكُنَّ
3 m.	-hi	عَلَيْهِ	-hima:	عَلَيْهِمَا	-him	عَلَيْهِمْ
3 f.	-ha:	عَلَيْهَا	-hima:	عَلَيْهِمَا	-hinna	عَلَيْهِنَّ

Remarks:

1. If the form ends with yaa?, this yaa? is doubled with l.s. pronoun suffix.

Example: noun كُرْسِيَّ "my chair"; كِتَابِي "my book"  
prep. لِي "for me"; فِي "in me"

2. The pronunciation of the /haa?/ pronominals is /hi/ if preceded by kasra or /i-/; otherwise, it is /hu/.

Example: لَهُ "to him"; بِهِ "by him"; كِتَابِهِمْ "in their book"

3. One-syllable forms with short vowels ending with nuun double the nuun with l.s. pronoun suffix.

Example: noun سِنِّي "my age"  
prep. مِنِّي "from me"

DEMONSTRATIVE PRONOUNS

(II)

This-These

Case	Plural		Dual		Singular	
	M.	F.	M.	F.	M.	F.
Nom.	هَؤُلَاءِ	هَؤُلَاءِ	هَٰذَانِ	هَٰتَانِ	هَٰذَا	هَٰذِهِ
Acc.	هَؤُلَاءِ	هَؤُلَاءِ	هَٰذَيْنِ	هَٰتَيْنِ	هَٰذَا	هَٰذِهِ
Gen.	هَؤُلَاءِ	هَؤُلَاءِ	هَٰذَيْنِ	هَٰتَيْنِ	هَٰذَا	هَٰذِهِ

That-Those

Case	Plural		Dual		Singular	
	M.	F.	M.	F.	M.	F.
Ncm.	أُولَئِكَ	أُولَئِكَ	ذَانِكَ	تَانِكَ	ذَلِكَ	تِلْكَ
Acc.	أُولَئِكَ	أُولَئِكَ	ذَيْنِكَ	تَيْنِكَ	ذَلِكَ	تِلْكَ
Gen.	أُولَئِكَ	أُولَئِكَ	ذَيْنِكَ	تَيْنِكَ	ذَلِكَ	تِلْكَ

Remarks:

1. Arabic demonstratives can be replaced by pronouns

Example: Who are they?

مَنْ هَؤُلَاءِ ؟

2. Demonstratives are used as subjects:

Example: This is a student (m.).

هَذَا طَالِبٌ

These are students (f.).

هَؤُلَاءِ طَالِبَاتٌ

Compare: This is a student.

هَذَا طَالِبٌ

This student

هَذَا الطَّالِبُ

This is the student.

هَذَا هُوَ الطَّالِبُ

This is a city.

هَذِهِ مَدِينَةٌ

This city.

هَذِهِ الْمَدِينَةُ

This is the city.

هَذِهِ ... ..

These are students (f.).

....

These students

....

These are the students.

....

These are two students.

....

These two students.

....

These are the two students.

....

Note: The personal pronoun هو in this pattern and similar patterns is used as a 'copula'.

3. Compare: This is your(m.pl.) book.  
This book of yours

هذا كتابكم  
كتابكم هذا

This is Ramsis.  
This Ramsis is a king.

هذا رمسيس  
رمسيس هذا ملك



## UNIT II

### Introducing Literary Arabic

Tape: Laboratory Handbook (available on request)

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#### Additional Grammatical Notes

The Verb (لغ al-fi)

#### FORM I: PERFECT

PATTERN 3 فَعَّلَ	PATTERN 2 فَعَّلَ	PATTERN 1 فَعَّلَ	فَعَّلَ	I M P E R F E C T
يَفْعُلُ	يَفْعُلُ		يَفْعُلُ	
			يَفْعُلُ	
			يَفْعُلُ	

#### Patterns of Form I

- a. Most Arabic verb forms are based on Form I. Form I in the imperfect 'is written in three different systems of pronunciation; the middle radical may have a /fatha/, a /kasra/, or a /damma/ but the first radical always has a fatha.
- b. Verbs of Form I may be transitive or intransitive in use.
- c. The /fatha/, representing the vowel sound /-a-/ following the second radical is found in many transitive as well as intransitive verbs.

Examples:            to beat            ضَرَبَ

                         to write            كَتَبَ

                         to go out            خَرَجَ

- d. The /kasra/ and the /damma/ give the verb an intransitive character.

The difference between these two diacritics is that the /kasra/ in فَعِلَ often indicates a temporary state or condition, or accidental quality in persons or things.

Examples:           to become glad           فَرِحَ  
                          to become sad           حَزِنَ

The /damma/ in فَعُلَ may indicate a permanent state or a natural quality.

Examples:           to become beautiful           حَسُنَ  
                          to grow           كَبُرَ

#### A MODEL OF VERB CONJUGATION

##### PATTERN I

	(1) يَفْعَلُ Imperfect	فَعَلَ Perfect	الضَّمِير Pronoun
I	أَفْعَلُ	فَعَلْتُ	أَنَا
you (m.s.)	تَفْعَلُ	فَعَلْتَ	أَنْتَ
you (f.s.)	تَفْعَلِينَ	فَعَلْتِ	أَنْتِ
he, it	يَفْعَلُ	فَعَلَ	هُوَ
she, it	تَفْعَلُ	فَعَلَتْ	هِيَ
you (d.)	تَفْعَلَانِ	فَعَلْتُمَا	أَنْتُمَا
they (d.m.)	يَفْعَلَانِ	فَعَلَا	هُمَا
they (d.f.)	تَفْعَلَانِ	فَعَلْتَا	هُمَا
we	نَفْعَلُ	فَعَلْنَا	نَحْنُ
you (m.p.)	تَفْعَلُونَ	فَعَلْتُمْ	أَنْتُمْ
you (f.p.)	تَفْعَلْنَ	فَعَلْتُنَّ	أَنْتُنَّ
they (m.p.)	يَفْعَلُونَ	فَعَلُوا	هُمْ

- (1) The future tense is formed by prefixing the connected سَوْفَ or the separate سَوْفَ to the imperfect tense form of the verb.

## A Model of Verb Conjugation (continued)

## Pattern I

Imperfect	Perfect	Pronoun
they (f.p.)	(1)	هُنَّ

The following is an example of conjugation **خرج - يخرج** "to go out", one of the verbs that occurs in the reading passage. Follow the form **فعل** for the "perfect" and **يفعل** for the "imperfect":

.....	نَحْنُ	.....	أَنَا
.....	.....	.....	أَنْتُمْ
.....	.....	.....	.....
.....	.....	.....	.....
.....	.....	.....	.....

General Remarks

- The conjugation of Form I, in its three patterns shows certain regularities which should be mastered.
- The "tashkil" system of vocalization as it appears in this form is very important.
- Perfect Suffixes

1.s.	-tu	1.p.	-na:
2.s.m.	-ta	2.p.	-tuma
		2.d.	-tuma:
2.s.f.	-ti		
3.s.m.	(base)	3.p.m.	-tum
		3.d.m.	-a:
3.s.f.	-at	3.d.f.	-ata:
		3.p.f.	-tunna

- (1) Notice that 1.p. and 3.f.p. are similar in pronunciation though different in writing.

## Perfect Suffixes (continued)

3.s.m.	(base)	3.d.m.	-a:	3p.m.	-tum
3.s.f.	-at	3.d.f.	-ata:	3.p.f.	-tunna

Imperfect Prefixes and Suffixes

1.s.	?a-			1.p.	na-
2.s.m.	ta-			2.p.m.	ta- -u:na
2.s.f.	ta- .... -i:n a	2.d.	ta- -a:ni	2.p.f.	ta- -na
3.s.m.	ya-	3.d.m.	ya- -a:ni	3.p.m.	y- -u:na
3.s.f.	ta-	3.d.f.	ta- -a:ni	3.p.f.	y- -na

d. The following are some of the verbs parallel to فَعَلَ :

	Imperative	Imperfect	Perfect
m.s.	go! اذْهَبْ	يَذْهَبُ	'go' (ذَهَبَ (إِلَى)) (1)
"	break! اكْشِرْ	يَكْشِرُ	'break' كَسَرَ (2)
"	go out! اُخْرُجْ	يُخْرِجُ	'go out' (خَرَجَ (من ... إلى)) (3)
"	look! أَنْظِرْ	يَنْظُرُ	'look' نَظَرَ (إِلَى) (4)
"	defeat! اهْزِمْ	يَهْزِمُ	'defeat' هَزَمَ (5)
"	beat! اضْرِبْ	يَضْرِبُ	'beat' ضَرَبَ (6)

e. The Arabic perfect may be translated into English past or present perfect

e.g. ذَهَبْتُ إِلَى الْمَدْرَسَةِ

may mean I went to the school.

or I have gone to the school.

f. The vowels of the verb in the "imperfect" may be different from those of the "perfect" form. For example, the first verb follows the pattern فَعَلَ in the "perfect", يَفْعَلُ in the "imperfect"; whereas the third verb

has the pattern, فَعَلَ in the "perfect", يَفْعَلُ in the "imperfect".

The imperative is based on the imperfect stem: (see Unit III notes)

Imperative	Imperfect
اَفْعَلْ	يَفْعَلْ
اَفْعُلْ	يَفْعُلْ
اَفْعِلْ	يَفْعِلْ

(For further discussion see Wright, p. 61 #88)

### PATTERN II OF FORM I

to be glad or joyful

Imperfect	Perfect	Pronouns
اَفْرَحْ	فَرَحْتُ	أَنَا
.....	.....	أَنْتَ
.....	.....	أَنْتِ
.....	.....	هُوَ
.....	.....	هِيَ
.....	.....	أَنْتُمَا
.....	.....	هُمَا
.....	.....	هُمَا
.....	.....	نَحْنُ
.....	.....	أَنْتُمْ
.....	.....	أَنْتُنَّ
.....	.....	هُمْ
.....	.....	هُنَّ

## PATTERN III OF FORM I

to grow up كَبُرَ

Imperfect

كَبُرُ

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

Perfect

كَبُرْتُ

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Pronoun

أنا

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## UNIT III

### Grammatical Notes

Although verb forms denote specific meanings, usage largely determines change in some verbs more than in others.

#### Verb Form II

In this unit the student finds the second form of Arabic verbs.

##### 1. Formation

The second form is derived from the first form by simply doubling the second radical in Pattern I form I. The sign of doubling is the "shadda", and thus it becomes:

Imperfect

yuC<sub>1</sub>aC<sub>2</sub>C<sub>2</sub>iC<sub>3</sub>  
يَفْعِلْ

Perfect

C<sub>1</sub>aC<sub>2</sub>C<sub>2</sub>aC<sub>3</sub>  
فَعَّلَ

##### 2. Meaning

- a. Form II often implies causative action, intensity, or an act which is done repeatedly.

##### Examples:

Form II

make someone write; dictate

كَتَبَ

smash

كَسَرَ

massacre

قَتَلَ

Form I

write

كَتَبَ

break

كَسَرَ

kill

قَتَلَ

- b. The second form may convey the making or doing of the thing expressed by the noun or adjective from which it is derived.

Examples:

pitch a tent	خَيَّمَ	a tent	خَيْمَةٌ
cause	سَبَّبَ	a cause, reason	سَبَبٌ
make easy	سَهَّلَ	easy	سَهْلٌ
discredit, deny	كَذَّبَ	lie	كَذِبٌ

## 3. Verbs that are intransitive in Form I become transitive in Form II

Examples:

## Form II

"I made the boy happy."

فَرَّحْتُ الْوَلَدَ

gladden فَرَّحَ

make ... leave خَرَّجَ

"I made the boy leave."

خَرَّجْتُ الْوَلَدَ

## Form I

"The boy was happy with the book."

فَرِحَ الْوَلَدُ بِالْكِتَابِ

be glad فَرِحَ

leave خَرَجَ

"The boy went out."

خَرَجَ الْوَلَدُ

## 4. Verbs that are transitive in the first form take two objects in Form II.

Examples:

teach عَلَّمَ

"I taught him the lesson."

عَلَّمْتُهُ الدَّرْسَ

make carry (to load) حَمَلَ

"I made him carry the book."

حَمَلْتُهُ الْكِتَابَ

know عَلِمَ

"I learned the news."

عَلِمْتُ الْخَبَرَ

carry حَمَلَ

"The boy carried the book."

حَمَلَ الْوَلَدُ الْكِتَابَ

Verb Form III1. Formation

Imperfect

yuC<sub>1</sub>a:C<sub>2</sub>iC<sub>3</sub>

يَفَاعِلُ

Perfect

C<sub>1</sub>a:C<sub>2</sub>aC<sub>3</sub>

فَاعِلٌ



In this form the vowel sound between the first two radicals is lengthened  
t /-a:-/ which is indicated in writing by /?alif/.

## 2. Meaning

This form modifies the meaning of Form I in the following ways:

- a. Form III often expressed reciprocity, that is, action shared by two persons. The reading text of this unit includes verbs of this form.

### Examples:

Form III		Form I	
to correspond with	كَاتَبَ	to write	كَتَبَ
sit and talk with someone; entertain	جَالَسَ	sit	جَلَسَ

- b. Form III is often transitive when the related Form is intransitive.

### Examples:

Form III (trans.) $C_1a:C_2aC_3$		Form I (intr.)	
to correspond with	كَاتَبَ	to write to	كَتَبَ إِلَى
Ali corresponded with the teacher.	عَلِيٌّ كَاتَبَ الْمُدَرِّسَ	Ali wrote to the teacher.	عَلِيٌّ كَتَبَ إِلَى الْمُدَرِّسِ
Ali entertained the teacher.	عَلِيٌّ جَالَسَ الْمُدَرِّسَ	Ali sat with the teacher.	عَلِيٌّ جَلَسَ مَعَ الْمُدَرِّسِ
<u>Imperative</u>			

## 1. Formation

III	II	I
$C_1a:C_2iC_3$ فَاعِلْ	$C_1aC_2C_2iC_3$ فَعِلْ	$?vC_1C_2vC_3$ إِفْعَلْ
		(v - vowel determined by the imperfect stem, ?u - if the middle radical is followed by - u; otherwise it is ?i-)

## Examples:

	III	II	I	
WRITE!				
2 s.m.	كَاتَبَ	كَتَبَ	اُكْتُبَ	يَكْتُبُ - اُكْتُبْ
2 s.f.	نَاذِلِي	نَزَلِي	اِنْزَلِي	يَنْزِلُ - اِنْزِلْ
2 d.	فَاتَحَا	فَتَّحَا	اِفْتَحَا	يَفْتَحُ - اِفْتَحْ
2 p.m.	كَاتَبُوا	كَتَبُوا	اُكْتُبُوا	

Verb Form IV1. Formation

This form is made by prefixing the syllable /ʔa-ʔ/, indicated in writing by /ʔalif/. It has the same form as that of some colors (m.) and comparatives.

Imperfect	يُفْعِلُ	Perfect	أَفْعَلَّ
	yuC <sub>1</sub> C <sub>2</sub> iC <sub>3</sub>		ʔaC <sub>1</sub> C <sub>2</sub> aC <sub>3</sub>

Meaning

- a. Depending on usage both second and fourth forms of a verb may be causative.

They may have similar or different meanings.

Examples:

Form IV	Form II	Form I
he informed اَعْلَمَ	he taught عَلَّمَ	he knew عَلِمَ
he was on strike اَضْرَبَ	he shook, blended صَرَّبَ	he hit ضَرَبَ
he was kind or good to someone اَحْسَنَ	he improved (something) حَسَّنَ	he, it looked good حَسَنَ
approach, arrive اَقْبَلَ	he kissed قَبَّلَ	he admitted, accepted قَبِلَ
he made someone hear اَسْمَعَ	he recited سَمَّعَ	he heard سَمِعَ
I learned the news. عَلِمْتُ الْخَبَرَ		
I taught the student Arabic. عَلَّمْتُ الطَّالِبَ الْعَرَبِيَّةَ		

I informed the President of the news.

أَعْلَمْتُ الرَّئِيسَ بِالْخَبَرِ

- b. Form IV comprises a great number of noun-derived verbs which are intransitive. Arabs often regard as an "act" what English speaking people view as a "state".

Examples:

Form IV

Nouns

put forth leaves

أَوْرَقَ

leaves; foliage; paper وَرَق

bear fruit

أَثْمَرَ

fruit ثَمَر

to rain

أَمْطَرَ

rain مَطَرَ

blossom, flourish

أَزْهَرَ

flowers زَهَرَ

Verb Form V

1. Formation

Form V is derived by prefixing /ta-/ to Form II.

Imperfect

Perfect

yataC<sub>1</sub>aC<sub>2</sub>C<sub>2</sub>aC<sub>3</sub>

taC<sub>1</sub>aC<sub>2</sub>C<sub>2</sub>aC<sub>3</sub>

يَتَفَعَّلُ

تَفَعَّلَ

2. Meaning

- a. In addition to its intensiveness, Form V has a reflexive character denoted by /ta-/. Compared with Form II, Form V simply expresses the resulting action. When translated into English, it may be rendered in the passive voice.

Examples:

Form V

Form II

learn; be educated

تَعَلَّمَ

teach

عَلَّمَ

receive

تَسَلَّمَ

give deliver

سَلَّمَ

"I taught the student Arabic."

عَلَّمْتُ الطَّالِبَ الْعَرَبِيَّةَ

"The student learned Arabic."

تَعَلَّمَ الطَّالِبُ الْعَرَبِيَّةَ

Form V		Form II	
become an Arab	تَعَرَّبَ	Arabize	عَرَّبَ
be broken into pieces	تَكْسَّرَ	smash	كَسَّرَ
be formed or composed	تَأَلَّفَ	form or compose	أَلَّفَ

- b. When derived from a noun, Form V may convey the quality of the noun.

Examples:

Form V		Noun	
to become daring like a lion	تَأَسَّدَ	lion	أَسَد
to become cunning like a tiger	تَنَمَّرَ	tiger	نَمِر

- c. In some cases, the reflexive feature of Form V is not obvious.

Form V		Form II	
(1a) to be acquainted (with someone)	تَعَرَّفَ	to introduce (someone)	عَرَّفَ
(1b) to recognize, identify	تَعَرَّفَ عَلَى	to define, give a definition	عَرَّفَ

Notice that the reflexive in Arabic is to be distinguished from the English passive. The passive voice ususally indicates that an agent is the cause of action, whereas the Arabic reflexive implies no such agent.

Verb Form VI

1. Formation

/ta-/ is prefixed to the perfect of Form III

Imperfect		Perfect	
yataC <sub>1</sub> a:C <sub>2</sub> aC <sub>3</sub>	يَتَفَاعَلُ	ta-C <sub>1</sub> a:C <sub>2</sub> aC <sub>3</sub>	تَفَاعَلَ

2. Meaning

- a. Form III, as mentioned before, conveys the idea of effort or reciprocity, but when changed to Form VI it conveys both reciprocal and reflexive action. If the verb in Form III is transitive, its related Form VI

becomes intransitive.

Examples:

Form VI

The two friends corresponded (with each other)

تَكَاتَبَ الصَّدِيقَانِ

The two friends met.

تَقَابَلَ الصَّدِيقَانِ

b. Form VI may express pretense.

Form VI

The man pretended to weep.

تَبَاكَى الرَّجُلُ

The mother pretended to be ill.

تَمَارَضَتِ الْأُمُّ

Form III

The girl corresponded with her boy friend.

كَاتَبَتِ الْبِنْتُ صَدِيقَهَا

The girl met her boy friend.

قَابَلَتِ الْبِنْتُ صَدِيقَهَا

Form I

The man wept.

بَكَى الرَّجُلُ

The mother became ill.

مَرَضَتِ الْأُمُّ

c. Form VI includes certain verbs of the reflexive associated with God's name.

Example:

(God who) is blessed and exalted (above all)

تَبَارَكَ وَتَعَالَى

3. Reciprocal actions usually require two parties or more. Using Form VI may imply "one another" or "one after the other".

Examples:

"The leaves fell (one after the other)."

تَسَاوَدَتِ الْأَوْرَاقُ

"People greeted (each other)."

تَبَادَلَ النَّاسُ التَّحِيَّةَ

Verb Form VII

1. Formation

Form VII is made by prefixing /ʔin-/ written **إِن** to Form I. (1)

(1) In fact the radical /n/ ن, with a suku:n, "نُ" is the original prefix. The /ʔi-/ ا is added just to facilitate pronunciation because it is difficult in Arabic to pronounce two consecutive consonants initially.

Imperfect

yaC<sub>1</sub>aC<sub>2</sub>iC<sub>3</sub>

يَنْفَعِلُ

Perfect

ʔinC<sub>1</sub>aC<sub>2</sub>aC<sub>3</sub>

إِنْفَعَلَ

2. Meaning

Form VII denotes reflexive action but never assumes reciprocity. It is often translated into English passive. (1)

Examples:

Form VII

was broken

إِنْكَسَرَ

was beaten

إِنْضَرَبَ

was heard

إِنْسَمِعَ

Form I

break

كَسَرَ

beat

ضَرَبَ

hear

سَمِعَ

## 3. Compare Forms V and VII.

VII

Passivity

"The door was broken"

إِنْكَسَرَ الْبَابُ

"The boy was recognized"

إِنْعَرَفَ الْوَلَدُ

V

Intensity or reflexive action

"The door was smashed"

تَكَسَّرَ الْبَابُ

"The boy got acquainted with the girl"

تَعَرَّفَ الْوَلَدُ عَلَى الْبِنْتِ

Verb Form VIII1. Formation

Imperfect

yaC<sub>1</sub>taC<sub>2</sub>iC<sub>3</sub>

يَفْتَعِلُ

Perfect

ʔiC<sub>1</sub>taC<sub>2</sub>aC<sub>3</sub>

إِفْتَعَلَ

Form VIII is derived from Form I, فَعَلَ by inserting the infix /-ta-/ تَ between the first and second radicals. Thus, it becomes فَتَعَلَ But, as in Form VII, it is difficult to pronounce the first radical because of the two consecutive consonants initially. An /ʔi-/ ! is therefore prefixed

(1) It may be interesting to note that in colloquial (Cairene) Arabic this form, is used rather than the passive form; thus إِنْكَسَرَ is used rather than كَسِرَ to express the idea of "being broken".

to it and the final form becomes

إِفْتَعَلَ

## 2. Meaning

- a. Form VIII may express the reflexive meaning of Form I.

### Examples:

Compare: Form VIII

Form I

The professor met with the students.

The professor brought the students together.

جَمَعَ الْأُسْتَاذُ الطَّلِبَةَ      اجْتَمَعَ الْأُسْتَاذُ بِالطَّلِبَةِ

- b. This form can also convey the idea of reciprocity. In this case it may express the same meaning as Form VI.

### Example:

Form VIII

Form VI

اقْتَتَلَ النَّاسُ

تَقَاتَلَ النَّاسُ

The people fought each other.

- c. In some instances Form VIII may be similar to V.

Form VIII

Form V

اسْتَلَمَ الْوَلَدُ الْكِتَابَ

تَسَلَّمَ الْوَلَدُ الْكِتَابَ

The boy received the book.

- d. In some cases usage is different.

### Examples:

Form VIII

Form V

The president opened the factory.  
(inaugurated)

The doors were opened.

اِفْتَتَحَ الرَّئِيسُ الْمَصْنَعُ

تَفَتَّحَتِ الْأَبْوَابُ

(Notice the verb in Form VIII may become transitive)

## Verb Form IX

### 1. Formation

Imperfect

Perfect

yaC<sub>1</sub>C<sub>2</sub>aC<sub>3</sub>C<sub>3</sub>

يَفْعَلُ

?1C<sub>1</sub>C<sub>2</sub>aC<sub>3</sub>C<sub>3</sub>

اِفْعَلَّ

Form IX is derived from Form I by doubling the third radical. To facilitate pronunciation it is prefixed with /ʔi-/ written ا

## 2. Meaning

This form expresses qualities, colors, and defects.

Examples:

The sky became red.

إخْمَرَتِ السَّمَاءُ

The tree (became) bent.

إِعْوَجَّتِ الشَّجَرَةُ

## Verb Form X

### 1. Formation

Imperfect

Perfect

yaStaC<sub>1</sub>C<sub>2</sub>iC<sub>3</sub>    يَسْتَفْعِلُ    ʔiStaC<sub>1</sub>C<sub>2</sub>aC<sub>3</sub>    اسْتَفْعَلَ

Form X is formed by prefixing /ʔista-/ written اِسْت to Form I. Again, the /ʔi-/ اِ is added for the same reason as in Forms VII and VIII, namely, to facilitate pronunciation. The first radical ف of Form I takes a "sukun" instead of a "fatha".

Examples:

The President met the Ambassador.

اسْتَقْبَلَ الرَّئِيسُ السَّافِرَ

They use our book.

هُمْ يَسْتَعْمِلُونَ كِتَابَنَا

### 2. Meaning

Form X gives Form IV, أَفْعَلَ, the reflexive character.

Examples:

Form X

Form IV

seek information; inquire

اسْتَفْلِمَ

inform

أَعْلَمَ

receive, welcome

اسْتَقْبَلَ

arrive, approach

أَقْبَلَ

extract (e.g. metals from mines)

اسْتَخْرَجَ

make someone leave, take something out

أَخْرَجَ



## UNIT V

### Grammatical Notes

#### Relative Pronouns

##### Connecting Non-Verbal Sentence Patterns.

Notice how the following two simple sentences are connected.

- (1) This is a student. هَذَا طَالِبٌ .  
(2) The name of the student is Mohamad. اِسْمُ الطَّالِبِ مُحَمَّدٌ .  
(3) This is a student whose name is Mohamad. هَذَا طَالِبٌ اِسْمُهُ مُحَمَّدٌ .  
(4) This is the student whose name is Mohamad. هَذَا هُوَ الطَّالِبُ الَّذِي اِسْمُهُ مُحَمَّدٌ .

The patterns (5) and (5b) are simple sentence patterns.

- (5) This student's name is Mohamad. هَذَا الطَّالِبِ اِسْمُهُ مُحَمَّدٌ .  
(5b) The name of this student is Mohamad. اِسْمُ هَذَا الطَّالِبِ مُحَمَّدٌ .

##### Connecting Verbal Sentence Patterns

Notice how the two simple sentences are connected.

- (6) The girl student is learning Arabic. تَدْرُسُ الطَّالِبَةُ الْعَرَبِيَّةَ .  
(7) I've met the girl student. قَابَلْتُ الطَّالِبَةَ .  
(8) I've met the girl student who is learning Arabic. قَابَلْتُ الطَّالِبَةَ الَّتِي تَدْرُسُ الْعَرَبِيَّةَ .  
(9) The girl student I've met is learning Arabic. الطَّالِبَةُ الَّتِي قَابَلْتُهَا تَدْرُسُ الْعَرَبِيَّةَ .  
(10) I've met a girl student (who is) learning Arabic. قَابَلْتُ طَالِبَةً تَدْرُسُ الْعَرَبِيَّةَ .

##### Remarks:

1. Relative pronouns are inflected in the dual for nominative /-a:n/ اِنْ  
and for the accusative or genitive /-ayn/ اَيْنِ
2. There are two sets: The first set (A) is the more commonly used in contemporary writing but the second often occurs in religious texts.

A.

s.m.	الَّذِي	nom. d.m.	الَّذَانِ	f.	الَّتَانِ	p.m.	الَّذِينَ
s.f.	الَّتِي	acc. d.m.	الَّذَيْنِ	f.	الَّتَيْنِ	p.f.	الَّتَاتِي
		or gen.					الَّتَاتِي

B.

pronominal suffix + إِيَّا etc. إِيَّاهُ

e.g.

إِيَّاكَ نَعْبُدُ وَإِيَّاكَ نَسْتَعِينُ .

We worship Thee and seek They support.

3. Relative pronouns must agree with antecedent in number, gender and case.

4. Non-human objects are referred to as singular feminine.

e.g.

These are the books that I have read.

5. who, which, that

هَذِهِ هِيَ الْكُتُبُ الَّتِي قَرَأْتُهَا .

Number	Feminine	Masculine
Singular	الَّتِي	الَّذِي
Dual nom.	الَّتَانِ	الَّذَانِ
" acc. and gen.	الَّتَيْنِ	الَّذَيْنِ
Plural	الَّتَاتِي / اللَّوَاتِي / اللَّائِي	الَّذِينَ

#### Remarks:

1. Relative pronouns follow a definite antecedent and agree in number, gender (a subject marker), and case (nominative and accusative or genitive).

#### Examples:

The boy who entered the mosque was a student. (m.)

الْوَلَدُ الَّذِي دَخَلَ الْمَسْجِدَ كَانَ طَالِبًا

The girl who arrived at the airport is Nadya.

الْبِنْتُ الَّتِي وَصَلَتْ الْمَطَارَ هِيَ نَادِيَة .

The two girls who arrived at the airport are my sisters.

الْبِنَتَانِ اللَّتَانِ وَصَلَتَا الْمَطَارَ هُمَا أُخْتَاي .

Indeed the two girls who arrived at the airport are my sisters.

إِنَّ الْبِنْتَيْنِ اللَّاتِيَيْنِ وَصَلَتَا الْمَطَارَ هُمَا أُخْتَايَ .

The people who are in the mosque are Muslims.

النَّاسُ الَّذِينَ فِي الْمَسْجِدِ هُمْ مُسْلِمُونَ .

The girls who went to Cairo were students.

الْبَنَاتُ اللَّاتِي زَهَبْنَ إِلَى الْقَاهِرَةِ كُنَّ طَالِبَاتَ .

2. Arabic relative pronouns do not follow indefinite antecedents. Consequently, when the antecedent is indefinite the relative clause follows without a relative pronoun.

Examples:

A boy who took off his shoes entered.

دَخَلَ وَلَدٌ خَلَعَ حِذَاءَهُ .

Boys who took off their shoes entered.

دَخَلَ أَوْلَادٌ خَلَعُوا أَحْذِيَّتَهُمْ .

A boy whom Mark knows, entered.

دَخَلَ وَلَدٌ يَعْرِفُهُ مَارِكٌ .

3. A relative clause may include a resumptive pronoun.

الضَّمِيرُ الْعَائِدُ .

Examples:

The student whose brother wrote the book went out.

خَرَجَ الطَّالِبُ الَّذِي كَتَبَ أَخُوهُ الْكِتَابَ .

The student whom Nadia met went out.

خَرَجَ الطَّالِبُ الَّذِي قَابَلَتْهُ نَادِيَةُ .

The student whose sister Nadia met, went out.

خَرَجَ الطَّالِبُ الَّذِي قَابَلَتْ نَادِيَةُ أُخْتَهُ .

The student whom Nadia welcomed, went out.

خَرَجَ الطَّالِبُ الَّذِي رَحَّبَتْ بِهِ نَادِيَةُ .

The student with whose sister Nadia entered, went out.

خَرَجَ الطَّالِبُ الَّذِي دَخَلَتْ نَادِيَةُ مَعَ أُخْتِهِ .

4. Resumptive pronouns are sometimes omitted when relative nouns introduce relative clauses:

Examples:

This is what I have written

هَذَا مَا كَتَبْتُ .

or

This is what I have written.

هَذَا مَا كَتَبْتُهُ

The use of مَنْ ، بِمَا

Examples:

Mark saw what pleased him. (things)

شَاهَدَ مَارِكٌ مَا أَفْرَحَهُ

Mark got acquainted with those whom he met. (people)

تَعَرَّفَ مَارِكٌ عَلَى مَنْ قَابَلَهُمْ

## III the use of إِيَّا

إِيَّا is a stem to which pronominal suffixes are appended. However, its use is limited to

a. religious texts

Examples:

We worship Thee

إِيَّاكَ نَعْبُدُ

and we beseech Thee

وَإِيَّاكَ نَسْتَعِينُ

---

me	إِيَّايَ
you (s.m.)	إِيَّاكَ
" (s.f.)	إِيَّاكِ
him	إِيَّاهُ
her	إِيَّاهَا
you (dual)	إِيَّاكُمَا
You (pl. m.)	إِيَّاكُمْ
You (pl. f.)	إِيَّاكنَّ
them (dual)	إِيَّاهُمَا

them (pl. m.)

إِيَّاهُمْ

them (pl. f.)

إِيَّاهُنَّ

b. expressions of warning.

e.g. Don't touch that boy.

إِيَّاكَ وَهَذَا الْوَلَدُ

c. informal expressions

e.g. "The same boys".

الْوَلَدُ إِيَّاهُ

## Unit VI

## Grammatical Notes

- I. Prepositions and Adverbial Particles: Arab grammarians list at least 20 prepositions. Among the most common prepositions and adverbial particles are the following given with some of their basic meanings:

to, toward, until	إِلَى	from, of	مِنْ
on, to	عَلَى	with	مَعَ
about	عَنْ	in, at	فِي
around, about	حَوْلَ	at, by	عِنْدَ
under, below	تَحْتَ	above, up	فَوْقَ
since	مُنْذُ / مُذْ	until	حَتَّى
except	عَدَا		

One-letter particles to be joined to the word following it:

with, by means of, in	بِ (البَاءُ)
like, as	كَ (الكافُ)
for, to, of	لِ (اللامُ)

Prepositions and adverbial particles form idiomatic expressions with verbs and nouns:

Examples:

arrive at	وَصَلَ (إِلَى)	be afraid of	خَافَ مِنْ
enjoy	تَمَتَّعَ بِ	look at	نَظَرَ إِلَى
in Arabic	بِالْعَرَبِيَّةِ	learn of the news	عَلِمَ بِالْخَبَرِ
before	مِنْ قَبْلُ	on Friday	فِي يَوْمِ الْجُمُعَةِ
at/by night	بِاللَّيْلِ	welcome him	رَحَّبَ بِهِ
by God	بِاللَّهِ		

Particle + Noun

quickly

بِسْرَعَةٍ

slowly

بِبَطْءٍ

carefully

بِعِنَايَةٍ

A. Prepositions with nouns:

The noun following a preposition is always in the genitive case

(i.e. ending with a 'kasra' except with diptotes, which end with

'fatha'). Notice the assimilation in pronunciation. (e.g. /ʔilalbayti/

(في البيتِ /filbayti/ إلى البيتِ)

Examples:

in the house

فِي الْبَيْتِ

with the girl

مَعَ الْبِنْتِ

to the city

إِلَى الْمَدِينَةِ

from Egypt (diptote)

فِي مِصْرَ

on the table

عَلَى الْمَائِدَةِ

B. Prepositions combine with pronominal suffixes to form words. For example, "with him" is expressed as مَعَهُ

with him

مَعَهُ\*

with her

مَعَهَا

with them (dual)

مَعَهُمَا\*

with them (m. pl.)

مَعَهُمْ\*

with them (f. pl.)

مَعَهُنَّ

with you (m.s.)

مَعَكَ

with you (f.s.)

مَعَكَ

with you (dual)

مَعَكُمَا

with you (plural)

مَعَكُمْ

with me

مَعِيَ

with us

مَعَنَا

\* Note: The ه (هـ) of these suffixes changes to ه when the final letter of the preposition is ي or ي (as in the cases of 'إلى' and 'في').

Moreover, if the final letter of the preposition is 'alīf maqsūrah' (ي), this letter changes to يَ (with a sukūn) pronounced as a diphthong /-ay-/ when used with any of the pronominal suffixes:

فِيهِ	إِلَيْهِ /?ilayhi/
فِيهَا	إِلَيْهَا
فِيهِمَا	إِلَيْهِمَا
فِيهِمْ	إِلَيْهِمْ
فِيهِنَّ	إِلَيْهِنَّ
فِيكَ	إِلَيْكَ
فِيكِ	إِلَيْكِ
فِيكُمَا	إِلَيْكُمَا
فِيكُمْ	إِلَيْكُمْ
فِيَكُنَّ	إِلَيْكُنَّ
فِيَّ	إِلَيَّ
فِينَا	إِلَيْنَا

\* Note that when the first person singular pronominal suffix is attached to a preposition ending in ي or يَ, the ya: gets a šadda. Thus ?ilaإلى ?ilayya, إِلَيَّ, fi: في fiyya. Except for 2.d. and 2.p.m. when pronominal suffixes are attached to nouns ending with kasrah or damma the vowel of the pronoun suffix also changes. Thus nouns ending with damma or fatha are followed by damma; otherwise it is followed by kasrah.

عَلَيْ كِتَابِكَ	عَلَيْ كِتَابِهَا
عَلَيْ كِتَابِكِ	عَلَيْ كِتَابِهَا
عَلَيْ كِتَابِكُمَا	عَلَيْ كِتَابِهَا
عَلَيْ كِتَابِكُمْ	عَلَيْ كِتَابِهِمْ
عَلَيْ كِتَابِنَا	عَلَيْ كِتَابِهَا



## II. Verb Forms

## A. Form V.

1. Formation: Form V is derived by prefixing the syllable ta- to Form II.

Form II - perfect

$C_1aC_2C_2aC_3$

Using the model verb 'fa'ala':

Form II - perfect

فَعَّلَ

Form V - perfect

taC<sub>1</sub>aC<sub>2</sub>C<sub>2</sub>aC<sub>3</sub>

Form V - perfect

تَفَعَّلَ

2. Meaning: In addition to its intensiveness, Form V has a reflexive character. Form V expresses the state into which the object of the action denoted by Form II is brought by the action as its effect or result. When translated into English it is often rendered in the passive voice.

Example:

Form I

to know عِلِمَ

to know عَرَفَ

Form II

to teach عَلَّمَ

عَرَّفَ to introduce (i.e. causative; to make someone know someone or something).

Form V

تَعَلَّمَ to learn; to be educated

تَعَرَّفَ to become acquainted with someone.

3. Principal Parts of Form V.

Passive Participle

مُتَفَعِّلٌ

مُتَعَرِّفٌ

مُتَعَلِّمٌ

Active Participle

مُتَفَعِّلٌ

مُتَعَرِّفٌ

مُتَعَلِّمٌ

Masdar

تَفَعَّلَ

تَعَرَّفَ

تَعَلَّمَ

تَعْلِيمٌ

Imperative

تَفَعَّلْ

تَعَرَّفْ

تَعَلَّمْ

Imperfect

يَتَفَعَّلُ  
يَتَعَرَّفُ  
يَتَعَلَّمُ

Perfect

تَفَعَّلَ  
تَعَرَّفَ  
تَعَلَّمَ

B. Form VI.

1. Formation: Form VI is derived by prefixing the syllable ta- to Form III.

Form III - perfect
 $C_1a:C_2aC_3$ 

Using the model verb fa ala:

Form III - perfect

فَاعَلَ

Form VI - perfect
 $taC_1a:C_2aC_3$ 
Form VI - perfect

تَفَاعَلَ

## 2. Meaning:

- a. Form III conveys the idea of effort of reciprocity, but when changed to Form VI it conveys both reciprocal and reflexive action. No object is necessary.

Example:

Form III: كَاتَبَ to correspond with, write to someone.

The girl wrote to her boyfriend. كَاتَبَتِ الْبِنْتُ صَدِيقَهَا

Form VI: تَكَاتَبَ to correspond with one another.

The two friends wrote to each other. تَكَاتَبَ الصَّدِيقَانِ

- b. Form VI may express the pretension of an act:

Form I: The mother became ill.

مَرَضَتِ الْأُمُّ

Form VI: The mother pretended to be ill.

تَمَارَضَتِ الْأُمُّ

- c. Form VI includes certain verbs of the reflexive associated with God's name.

Example:

(God who) is blessed and exalted (above all). تَبَارَكَ وَتَعَالَى

3. Principal Parts of Form VI

<u>Passive participle</u>	<u>Active participle</u>	<u>Masdar</u>	<u>Imperative</u>
مُتَفَاعِلٌ	مُتَفَاعِلٌ	تَفَاعُلٌ	تَفَاعَلْ
<u>Imperfect</u>	<u>Perfect</u>		
يَتَفَاعَلُ	تَفَاعَلَ		

See Units II, III.

III. Verb Tenses: The most commonly used verb tenses in Arabic are as follows.

- A. The Perfect Tense (الماضي) which indicates that the action has been completed. Without a time word the action may be translated into the English "present perfect".

Examples:

I have seen the pyramid.

شَاهَدْتُ الْهَرَمَ

or

Yesterday I saw the pyramid.

شَاهَدْتُ الْهَرَمَ أَمْسَ

1. If the perfect is preceded by the particle, قد or initial لَقَدْ it implies with additional certainty that the act has been completed. It may also imply that the action has been completed prior to the statement.

Examples:

لَقَدْ / قَدْ شَاهَدْتُ الْهَرَمَ

(Indeed), I have seen the pyramid. (i.e. with certainty).

Your friend has (just) arrived.

صَدِيقُكَ قَدْ حَضَرَ

Your daughter (just) left.

إِبْنَتُكَ قَدْ خَرَجَتْ

2. If the perfect is preceded by the verb ka:na, the English translation is rendered by the past perfect.

Example:

شَاهَدَ الطَّالِبُ الْهَرَمَ وَكَانَ (قَدْ) سَمِعَ عَنْهُ فِي أَمْرِيكَ

"The student saw the pyramid which he had heard (lit.: and he had heard) about in America.

3. The perfect may also be preceded by ka:na كَانَ with the particle 'qad' interposed between the two. In this case, the meaning is again in the past perfect.

Example:

كُنْتُ قَدْ سَافَرْتُ إِلَى مِصْرَ ، ثُمَّ شَاهَدْتُ الْهَرَمَ

I had travelled to Egypt; I then saw the pyramid.

- B. The Imperfect Tense - (the prefixed form) indicates that the action has begun but is not yet complete. The time of the action may be present or future.

1. Standing alone (with no verb particles) the imperfect may express either continuous or habitual action.

Examples:

I am watching the pyramid now.

الآن أَشَاهِدُ الْهَرَمَ

Every day I see the pyramid.

كُلَّ يَوْمٍ أَشَاهِدُ الْهَرَمَ

2. The future may be expressed using the imperfect and a time word as follows:

- a. Standing alone, with the future indicated by the context:

غَدًا أَشَاهِدُ الْهَرَمَ

Tomorrow I will see the pyramid.

- b. By prefixing the letter **سَ** to the imperfect verb:

Tomorrow I will see the pyramid. **غَدًا سَأُشَاهِدُ الْهَرَمَ**

- c. Or, by placing the independent particle **سَوْفَ** before the imperfect verb.

Tomorrow I will see the pyramid. **غَدًا سَوْفَ أَشَاهِدُ الْهَرَمَ**

Note: The particles sawfa and sa- have the effect of making the futurity of the action more definite.

3. The imperfect may also be preceded by the particle 'qad' **قَدْ**  
When this occurs a degree of uncertainty is introduced:

Tomorrow I may see the pyramid. **غَدًا قَدْ أَشَاهِدُ الْهَرَمَ**

4. When the imperfect is preceded by the verb **كَانَ** the meaning past, habitual or continuous action is implied.

He used to see the pyramid every day. **كَانَ يُشَاهِدُ الْهَرَمَ كُلَّ يَوْمٍ**  
**كَانَ الرَّئِيسُ يَدْرُسُ فِي الْجَامِعَةِ الْأَمْرِيكِيَّةِ**

The President used to study at the American University. Or  
The President was studying at the American University.

#### IV. The Negative Particles:

The following particles may be used to negate the verb:

- A. The particle **لَا** may be used to negate a verb in either the perfect or the imperfect. If **ma:** is used with a verb in the imperfect, the verb remains in the indicative case and the time expressed is the habitual or continuous present.

I do not drink coffee. Or,  
I am not drinking coffee.

**لَا أَشْرَبُ الْقَهْوَةَ**

## UNIT VII

### Grammatical Notes

#### I. Use of **بَعْضُ**

A. Meaning: some, some of, a part of, each other.

B. Patterns with **بَعْضُ**

1. It is often used in construct with the genitive of a plural or a collective and occasionally with a singular form.

Examples:

رَأَى بَعْضُ الطَّلَبَةِ الْأَهْرَامَ فِي مِصْرَ

Some of the students saw the pyramids in Egypt.

كَانَ الْوَلَدُ يَأْكُلُ بَعْضَ الْكَعْكَ فِي كُلِّ بَيْتٍ زَارَهُ

The boy used to eat some cake in every house he visited.

2. It may also be used with a pronominal suffix.

أَكَلَ الْكَعْكَ وَكَانَ بَعْضُهُ لَذِيذًا

He ate the cake and some of it was delicious.

3. Note the use of the Idiom (البَعْضُ مَعَ بَعْضِهِمْ "with each other")

تَبَادَلُوا الزِّيَارَاتِ مَعَ بَعْضِهِمْ كُلَّ الْيَوْمِ

They exchanged visits with each other all day.

4. Sometime: some of the time.

بَعْضُ الْوَقْتِ

#### II. Use of **كُلَّمَا**

A. Meaning: whenever, as often as. This form should be distinguished from **كُلَّ مَا** "all that..."

B. Usage: Although it is often followed by the perfect, the time expressed may be non-past. The use of **ka:n** would render it definite past.

كُلَّمَا دَخَلَ بَيْتًا أَكَلَ الْكَعْكَ

Whenever he entered (or "enters") a house, he ate (or "eats") cake.

وَكَانَ يَأْكُلُ الْكَعْكَ كُلَّمَا دَخَلَ بَيْتًا

He used to eat cake whenever he entered a house.

كُلَّمَا سَافَرَ إِلَى الْقَاهِرَةِ يُشَاهِدُ الْأَهْرَامَ

or

كُلَّمَا نَسَافَرَ إِلَى الْقَاهِرَةِ يُشَاهِدُ الْأَهْرَامَ

Whenever he travels to Cairo, he sees the pyramids.

2. In modern usage for repetitive or habitual action, the imperfect may be used.

كُلَّمَا يَقُولُ وَاحِدٌ : أَهْلًا وَسَهْلًا يَقُولُ لَهُ الْآخَرُ : أَهْلًا بِكَ

Whenever one says, "'ahlan wa sahlân", the other one says,

"'ahlan bik".

- III. Use of the particles بَعْدَ (after), قَبْلَ (before), and عِنْدَ (at) with verbs.

- A. These particles can function as conjunctions (with verbal clauses) only if followed by ما or أَنْ Otherwise a noun or verbal noun must be used instead of the verb.

- B. With بَعْدَ the imperfect or perfect tense is usually used and the particle may be either ما or أَنْ

بَعْدَ مَا يَزُورُ أَصْدِقَاءَهُ يَرْجِعُ إِلَى الْبَيْتِ

After he visits his friends, he returns home.

بَعْدَ مَا زَارَ أَصْدِقَاءَهُ رَجَعَ إِلَى الْبَيْتِ

After he had visited his friends, he returned home.

بَعْدَ أَنْ زَارَ أَصْدِقَاءَهُ رَجَعَ إِلَى الْبَيْتِ

بَعْدَ زِيَارَةِ أَصْدِقَائِهِ رَجَعَ إِلَى الْبَيْتِ

- C. With قَبْلَ, the imperfect is more often used.

قَبْلَ أَنْ يَذْهَبَ إِلَى أَسْوَانَ دَرَسَ تَارِيخَهَا / قَبْلَ الذَّهَابِ . . . .

Before going to Aswan. he studied its history.

- D. **عندما** may be used with either the perfect or the imperfect. It is used only with . The conjunction **عندما** has the meaning of "when" and serves to introduce a dependent clause.

When he visited Egypt, he saw the pyramids  
عندما زار مصر شاهد الأهرام  
عند زيارة مصر شاهد الأهرام

When Bassam travels to Cairo, he visits his friend.

عندما يسافر بسام إلى القاهرة يزور صديقه

- IV. Use of **آخر** / **أخير** (fem. **أخيرة**); **آخرى** (fem. **أخرى**)

- A. **آخر** is usually used as the first member of a construct phrase and has the meaning of "the last or end of...."

At the end of the year. في آخر السنة ( في آخرها )

At the end of the month. في آخر الشهر ( في آخره )

This is the last hour. (The pattern may also refer to the latest news or "stop press", or to the magazine by that name).

هذه هي آخر ساعة

- B. **أخير** (fem. **أخيرة**) is used as an adjective and therefore follows the noun and agrees with it in gender and definiteness.

In the last month في الشهر الأخير

the last days الأيام الأخيرة

the last hour الساعة الأخيرة



C. (أَخْرِيَاتُ fem. pl. أَخْرُونَ m.pl. أَخْرَى; plural أَخْرَى; fem. أَخْرَى)

This word is, in the singular, a diptote and follows the noun agreeing with it in gender and definiteness (although if the noun is indefinite, then أَخْرَى f. أَخْرَى will also be indefinite but without nunation.

The other boy

الْوَلَدُ الْآخَرُ

Another boy

وَلَدٌ آخَرُ

The other girl

الْبِنْتُ الْآخَرَى

Another girl

بِنْتُ آخَرَى

My other friends

أَصْدِقَائِي الْآخَرُونَ / الْآخَرُونَ

The other girls

أَوِ الْبَنَاتُ الْآخَرِيَّاتُ

The other girls

الْبَنَاتُ الْآخَرُ

The other men

أَوِ الرِّجَالُ الْآخَرُونَ

The other men

الرِّجَالُ الْآخَرُ

Note: Idiomatic use with independent pronouns

He, too

هُوَ الْآخَرُ

V. Uses of جَمِيع and كُل is as follows:

A. In construct with another noun.

1. If the second member of the construct phrase is a definite noun in the singular the phrase has the meaning of "all of the..."

All day (lit: all of the day)

كُلُّ الْيَوْمِ

The whole university (lit: all of the university)

كُلُّ الْجَامِعَةِ

Note: In this sense, جَمِيع is rarely used. A variation of this pattern is when the noun is followed by كُل with the antecedent pronoun attached to the latter.

The whole university (lit: The university, all of it). الْجَامِعَةُ كُلُّهَا

2. If the second member of the construct phrase is a definite noun in the plural, then the phrase has the meaning of all of the members

of that group of things.

All the books.

جَمِيعُ الْكُتُبِ  
كُلُّ الْأَوَّلِ

All the boys.

3. If the second member of the construct phrase is an indefinite noun in the singular, the phrase has the meaning of "every" or "each".

This construction is often used with time expressions.

Every boy

كُلُّ وَلَدٍ

Every day

كُلُّ يَوْمٍ

Every year

كُلُّ سَنَةٍ

Note: As an adverb of time, the first member of these construct phrases is acc. with a fatha.

- B. جَمِيعُ and كُلُّ may also stand alone, usually with the definite article, or a pronoun suffix.

All of them came/Everyone came.

(same)

جَاءَ الْكُلُّ      كَاءُوا كُلُّهُمْ  
جَاءَ الْجَمِيعُ      جَمِيعُهُمْ جَاءُوا

## UNIT VIII

### Grammatical Notes

#### I. Use of **لَآَنَّ** (because):

A. It may be followed by a pronoun.

##### Examples:

Third person masculine

لَآَنَّ هُ ——— لَآَنَّهُ

First person

\*

لَآَنِّي نِي

B. It may be followed by a substantive in the accusative case. Contrast:

He didn't go by car because the mosque was near.

لَمْ يَرْكَبِ السَّيَّارَةَ لَآَنَّ الْجَامِعَ قَرِيبٌ.

with

He didn't go by car because it was near.

لَمْ يَرْكَبِ السَّيَّارَةَ لِأَنَّهُ قَرِيبٌ.

Note: The form **لَآَنَّ** cannot be followed directly by a verb. It should be distinguished from **أَنَّ** "to, that", and **إِن** "if".

#### II. Comparative and Superlative:

A. Formation: For both comparative and superlative (or relative) the following form is used:

aC<sub>1</sub>C<sub>2</sub>aC<sub>3</sub>      أَفْعَلْ

Or, using the model root      فَعَلَ

Note that words formed on this pattern are diptotes.

B. The comparative is expressed by putting the adjective into the pattern

مِنْ أَفْعَلْ followed by

Damascus is an old city.

دِمَشْقُ مَدِينَةٍ قَدِيمَةٍ.

Damascus is older than Cairo.

دِمَشْقُ أَقْدَمُ مِنَ الْقَاهِرَةِ.

\* Note: The first person singular suffix may optionally be attached as follows:

لَآَنِّي

- C. The comparative may also be expressed by one of the following patterns in which the comparative form is preceded by        and followed by the noun in the genitive plural (definite or in construct with a definite plural).

Compare:

جَامِعُ الْأَزْهَرِ مِنْ أَقْدَمِ الْجَوَامِعِ فِي الْقَاهِرَةِ .

The Azhar mosque is one of the oldest mosques in Cairo.

هَذَا الْجَامِعُ مِنْ أَقْدَمِ جَوَامِعِ الْقَاهِرَةِ .

This mosque is one of Cairo's oldest mosques.

هَذِهِ الْكَنِيسَةُ مِنْ أَجْمَلِ الْكَنَائِسِ فِي بَيْرُوتَ .

This church is one of the most beautiful churches in Beirut.

بَيْرُوتُ وَدِمَشْقُ مِنْ ( مِنْ بَيْنِ ) أَجْمَلِ مَدَنِ الشَّرْقِ الْأَوْسَطِ .

Beirut and Damascus are among the most beautiful cities of the Middle East.

- D. Superlative: There are three ways to express the superlative:

1. By the comparative form followed by the genitive singular indefinite:

الْقَاهِرَةُ هِيَ أَكْبَرُ مَدِينَةٍ فِي مِصْرَ .

Cairo is the largest city in Egypt.

هُوَ أَحْسَنُ رَجُلٍ .

He is the best man.

2. By the comparative form followed by the genitive plural definite:

هَذَا هُوَ أَقْدَمُ الْجَوَامِعِ فِي الْمَدِينَةِ .

This is the oldest mosque in the city.

(lit: This is the oldest of the mosques in the city.)

3. By the noun and/or the comparative form agreeing in number, gender, definiteness, and case.

Masculine superlative pattern

?aC<sub>1</sub>C<sub>2</sub>aC<sub>3</sub>

أَفْعَل

Feminine superlative pattern:  $C_1 u C_2 C_3 a$  فَعْلَى

Plural superlative pattern:  $C_1 u C_2 C_3$  فَعْل

or,

Masculine plural superlative pattern:  $?a C_1 C_2 a C_3 u : na$  أَفْعَلُونَ

Feminine plural superlative pattern:  $C_1 u C_2 C_3 aya : t$  فَعْلَيَات

Masculine dual superlative pattern:  $?a C_1 C_2 a C_3 a : ni$  أَفْعَلَانِ

Feminine dual superlative pattern:  $C_1 u C_2 C_3 ay a : ni$  فَعْلَيَانِ

#### Equivalent Patterns

He is the oldest boy in the school.

هو أكبر ولد في المدرسة . هو الولد الأكبر في المدرسة .

She is the oldest girl in the school.

هي أكبر بنت في المدرسة . هي البنت الكبرى في المدرسة .

They are the oldest boys (children in the school.

هم أكبر الأولاد في المدرسة . هم الأولاد الأكبرون في المدرسة .

These forms may also be used without the nouns to which they refer.

He is the oldest. هو الأكبر

They (dual) are the oldest. هما الأكبران

She is the oldest. هي الكبرى

They (fem. dual) are the oldest. هما الكبيرتان

They (fem.) are the oldest. هن الكبريات

He is the greatest. هو الأعظم

She is the greatest. هي العظمية

They (m.pl.) are the best. هم الأفضلون

They (fem. dual) are the best. هما الفضليتان

E. No comparative can be formed from verbal adjectives that denote colors or deformities because they have the same form  $?a C_1 C_2 a C_3$

أفعل

The boy is lame.

الْوَلَدُ أَعْرَجٌ

The flag is red.

الْعَلَمُ أَحْمَرٌ

To express comparison with these and other forms certain comparatives, such as أَشَدَّ ('stronger'), أَكْثَرَ ('more'), أَحْسَنَ ('better')

etc. Precede the corresponding abstract or verbal noun in the accusative indefinite (called 'adverb of specification' or تَمْيِيز )

redder (stronger with respect to redness).

أَشَدُّ أَحْمَرَارًا

milder (more as to mildness).

أَكْثَرُ اعْتِدَالًا

a better mind (better as to thinking)

أَحْسَنُ تَفْكِيرًا

F. An elative may also be formed from a verb. If the verb is transitive, the object is preceded by the preposition لِ :

هُوَ أَطْلَبُ لِلْمَفْرِقَةِ مِنْكُمْ .

He seeks knowledge more than you do.

The Muslim loves God more than himself. الْمُسْلِمُ أَحَبُّ لِلَّهِ مِنْ نَفْسِهِ .

Note: Derived verbal adjectives of the form أَفْعَل which signify love or hatred, take the object with لِ when they are used in an active (direct) sense, as in the above two examples. But when they have the passive (indirect) sense, they take the subject with the preposition إِلَى as in the following examples:

الْمُؤْمِنُ أَحَبُّ إِلَى اللَّهِ مِنْ غَيْرِهِ .

The believer is loved more by God than anyone else.

هُوَ أَبْغَضُ إِلَيَّ مِنْهَا

I hate him more than her. / He is more hateful to me than she.

III. To express desire or wish there are two ways in which the verb أَرَادَ is used:

A. The verb (يُرِيدُ) أَرَادَ plus the particle أَنْ followed by the imperfect subjunctive:

He wanted to see the pyramid.

أَرَادَ أَنْ يَشَاهِدَ الْهَرَمَ .

Do you (f.s.) want to go to Cairo?

هَلْ تُرِيدِينَ أَنْ تَذْهَبِي إِلَى الْقَاهِرَةِ؟

Note: The two verbs must agree in number and person if they refer to the same subject.

B. Or, (يُرِيدُ) أَرَانُ plus the masdar with direct object as the second member of the resulting construct phrase:

أَرَانُ مُشَاهَدَةَ الْهَرَمِ . / أَرَانُ مُشَاهَدَتَهُ .

He wanted to see the pyramid. / He wanted to see it.

تُرِيدُ الدَّهَابَ إِلَى الْقَاهِرَةِ .

She wants to go to Cairo.

Note that if the verb is intransitive the derived masdar is definite

(لَدَّهَابُ but, زَهَابًا)

IV. Use of لِيْ and لِيْ to express purpose.

لِ is a one-letter particle which is prefixed to the following verb.

لِيْ is used as a separate word and stands before the verb.

Both particles cause the verb to be in the subjunctive.

سَافَرَ إِلَى الْقَاهِرَةِ لِيُشَاهِدَ الْهَرَمَ .

He went to Cairo in order to see the pyramid.

رَخَلَتِ الْبَيْتَ لِيْ تَأْكُلَ الْكَفْكَ .

She entered the house to ( in order to) eat the cake.

Purpose may also be expressed by the preposition لِ plus the masdar. The masdar will thus be in the genitive case and the direct object (if the verb is transitive) will be the second member of the resulting construct phrase:

سَافَرَ إِلَى الْقَاهِرَةِ لِمُشَاهَدَةِ الْهَرَمِ .

He went to Cairo in order to see the pyramid.

دَخَلَتِ الْبَيْتَ لِأَكْلِ الْكَعْكِ .

She entered the house to eat the cake.

But if the verb is intransitive, its masdar must have the article. أَلْ

دَخَلَ الْجَامِعَ لِلصَّلَاةِ .

He entered the mosque to pray.



## UNIT IX

## Grammatical Notes

I. The Five "Special" Nouns: In Arabic, there are five nouns which, when in construct, end with the long vowel corresponding to the word's case:

Construct:

<u>Genitive</u>	<u>Accusative</u>	<u>Nominative</u>	<u>Meaning</u>	<u>Absolute</u>
أَخِي	أَخَا	أَخُو	brother	أَخ
أَبِي	أَبَا	أَبُو	father	أَب
(1) فِي	فَا	فُو	mouth	فَم
حَمِي	حَمَا	حَمُو	father-in-law	حَم
ذِي	ذَا	ذُو	possessor, owner of	(used only in construct)

Note: If the first person singular pronominal ending, *ي* (my), is used, the word ends in *ي* regardless of the case: 'My brother': أَخِي 'my father': أَبِي 'my mouth': فِي 'my father-in-law': حَمِي

Examples:

This is her eldest brother.

هَذَا أَخُوهَا الْأَكْبَرُ .

I met her eldest brother.

قَابَلْتُ أَخَاهَا الْأَكْبَرُ .

The letter is from her eldest brother.

الْخِطَابُ مِنْ أَخِيهَا الْأَكْبَرِ .

II. Finally Weak Verbs.

Finally weak verbs are of three types:

- Those for which the final radical is ?alif in the perfect and wa:w in the imperfect.

Example:

رَعَا perfect يَدْعُو imperfect "invite"

- Those in which the final radical is ?alif maqsu:ra in the perfect and

(1) In modern usage the word فَم may be used as a regular noun i.e. فَمُهُ، فَمِي etc... "his mouth", "my mouth".

ya:? in the imperfect:

Example:

زَمِيَ perfect      يَرْمِي imperfect

3. Those in which the final radical is ya:? in the perfect and ?alif

maqsu:ra in the imperfect:

Example:

بَقِيَ perfect      يَبْقَى imperfect

Note the conjugation of these verbs compared with that of a regular Form I verb:

<u>Imperfect</u>	<u>Perfect</u>	<u>Imperfect</u>	<u>Perfect</u>	<u>Pronoun</u>
يَدْعُو	دَعَا	يَكْتُبُ	كَتَبَ	هُوَ
تَدْعُو	دَعَتْ	تَكْتُبُ	كَتَبَتْ	هِيَ
تَدْعُو	دَعَوَتْ	تَكْتُبُ	كَتَبَتْ	أَنْتَ
تَدْعِينَ	دَعَوْتَ	تَكْتُبِينَ	كَتَبْتِ	أَنْتِ
أَدْعُو	دَعَوْتُ	أَكْتُبُ	كَتَبْتُ	أَنَا
يَدْعُوا	دَعَوْا	يَكْتُبَانِ	كَتَبَا	هُمَا
تَدْعُوا	دَعَتَا	تَكْتُبَانِ	كَتَبَتَا	هُمَا
تَدْعُوا	دَعَوْتُمَا	تَكْتُبَانِ	كَتَبْتُمَا	أَنْتُمَا
يَدْعُونَ	دَعَوْا	يَكْتُبُونَ	كَتَبُوا	هُمْ
يَدْعُونَ	دَعَوْنِ	يَكْتُبْنَ	كَتَبْنَ	هُنَّ
تَدْعُونَ	دَعَوْتُمْ	تَكْتُبُونَ	كَتَبْتُمْ	أَنْتُمْ
تَدْعُونَ	دَعَوْتُنَّ	تَكْتُبْنَ	كَتَبْتُنَّ	أَنْتُنَّ
نَدْعُو	دَعَوْنَا	نَكْتُبُ	كَتَبْنَا	نَحْنُ

<u>Imperfect</u>	<u>Perfect</u>	<u>Imperfect</u>	<u>Perfect</u>	<u>Pronouns</u>
يَبْقَى	بَقِيَ	يَرْمِي	رَمَى	هُوَ
تَبْقَى	بَقِيَتْ	تَرْمِي	رَمَتْ	هِيَ
تَبْقَى	بَقِيَتْ	تَرْمِي	رَمَيْتَ	أَنْتَ
تَبْقَيْنَ	بَقِيَتْ	تَرْمِينَ	رَمَيْتِ	أَنْتِ

## UNIT X

### Grammatical Notes

- I. **إِنَّ** and its sisters - **إِنَّ** initially and after the verb qa:l "say".  
Otherwise, it is **أَنَّ**. It is a function word used with assertions.

- A. Case: The subject of **إِنَّ** is in the accusative case. If it is followed by a pronoun, that pronoun is considered to be in the accusative although its ending vowel, of course does not change. The predicate, however, is in the nominative.

Followed by a noun:

Pilgrimage is a (religious) duty.

إِنَّ الْحَجَّ فَرِيضَةٌ .

Followed by a pronoun:

It is a duty.

إِنَّهُ فَرِيضَةٌ .

- B. The particles having an effect similar to that of **أَنَّ** (called the 'sisters of **إِنَّ** - أَخَوَاتُ إِنَّ - **إِنَّ**) are: **أَنَّ** **إِنَّ** indeed (adds emphasis), that

لَعَلَّ      perhaps

لَيْتَ      would that

لَكِنَّ      but

لِأَنَّ      because

كَأَنَّ      as if

1. Compare:

He heard that the pilgrimage is a duty.

سَمِعَ أَنَّ الْحَجَّ فَرِيضَةٌ .

But,

He said that the pilgrimage is a duty.

قَالَ إِنَّ الْحَجَّ فَرِيضَةٌ .

- C. Use of **إِنَّ** and its 'sisters'.

The pattern for using these particles is as follows:

particle + subject ( in accusative + predicate (in nominative)

Examples:

إِنَّ الرَّجُلَ قَادِرٌ عَلَى الْحَجِّ .

(Indeed) the man is able to go on the pilgrimage.

Perhaps the boy is a student in the school.

لَعَلَّ الْوَلَدَ طَالِبٌ فِي الْمَدْرَسَةِ .

I learned that the pilgrimage is a duty.

عَلِمْتُ أَنَّ الْحَجَّ فَرِيضَةٌ .

II. **كَانَ** and its sisters. **كَانَ** is a special verb that is often used as a past tense marker.

A. In contrast with **إِنَّ**, the verb **كَانَ** like other verbs, has the subject in the nominative and the predicate in the accusative. However, there are a number of special verbs that belong to the same category as **كَانَ** (called 'sisters of **كَانَ** - أَخَوَاتُ كَانٍ).

- |     |          |   |
|-----|----------|---|
|     | كَانَ    | - to be   |
| (1) | لَيْسَ   | - a verb used as non-past negation often with verbless patterns |
|     | بَقِيَ   | - to remain   |
|     | دَامَ    | - to last, continue   |
|     | مَازَالَ | - to continue   |
|     | صَارَ    | -   |
|     | أَصْبَحَ | - to become   |
|     | أَمْسَى  | -   |

B. Use of **كَانَ** and its sisters:

1. The most common pattern for the use of the above verbs is as follows: Verb + Subject (nominative) + predicate (accusative).

2. Examples:

The boy was small.

كَانَ الْوَلَدُ صَغِيرًا .

This woman is not able to perform the pilgrimage.

لَيْسَتْ هَذِهِ الْمَرْأَةُ قَادِرَةً عَلَى الْحَجِّ .

(1) Note: The verb **لَيْسَ** may also take a predicate which is preceded by the preposition **بِ**. It has no imperfect.

مَا زَالَتِ الْبِنْتُ طَالِبَةً فِي الْجَامِعَةِ .

The girl is still a student at the university.

3. Some sisters of كَانَ may also be followed by a verb in the imperfect tense:

Examples:

I became speechless.  
(lit. I became I don't speak.)

صِرْتُ لَا أَتَكَلَّمُ

He has learned to speak Arabic.  
(lit. He became he speaks Arabic.)

أَصْبَحَ يَتَكَلَّمُ الْعَرَبِيَّةَ .

Note: Although the two verbs are in two different tenses, they must refer to the same person, gender and number.

### III. Colors

The most common masculine feminine and plural forms for colors and defects are as follows:

	<u>plural</u>	<u>feminine</u>	<u>masculine</u>
(model form)	فُعُل	فُعْلَاءَ	أَفْعُلُ
red	حُمُر	حُمَرَاءَ	أَحْمَرُ
blue	زُرُق	زُرْقَاءَ	أَزْرَقُ
yellow	صُفُر	صُفَرَاءَ	أَصْفَرُ
green	خُضُر	خُضَرَاءَ	أَخْضَرُ
brown , ( dark )	سُمُر	سَمَرَاءَ	أَسْمَرُ
white	بَيْض	بَيْضَاءَ	أَبْيَضُ
black	سُود	سَوْدَاءَ	أَسْوَدُ
deaf	طُرُش	طَرَشَاءَ	أَطْرَشُ
crooked	عُوج	عَوَجَاءَ	أَعْوَجُ
blind	عُمَي	عَمِيَاءَ	أَعْمَى

Note: 1. Although the masculine of this form is identical to that of the superlative-comparative form, their feminine and plural form differs.

Compare:

	<u>plural</u>	<u>feminine</u>	<u>masculine</u>
superlative form	أَكْبَرُونَ	كَبْرَى	أَكْبَر
colors and defects	حُمْر	حُمْرَاء	أَحْمَر

2. The masculine and feminine of the above forms are diptotes.

#### IV. Finally Doubled Verbs:

The conjugation of such verbs as حَجَّ "go on pilgrimage" in which the middle and final radicals are identical is as follows:

<u>Active Participle</u>	<u>Imperfect</u>	<u>Perfect</u>	
حَاجٌّ	يَحِجُّ	حَجَّ	هُوَ
	تَحِجُّ	حَجَّتْ	هِيَ
	تَحِجُّ	حَجَّتْ	أَنْتَ
	تَحِجُّنَ	حَجَّتِ	أَنْتِ
	أَحِجُّ	حَجَّكَتْ	أَنَا
	يَحِجَّبَانِ	حَجَّبا	هَما
	تَحِجَّبَانِ	حَجَّبتَا	هَما
	تَحِجَّبَانِ	حَجَّجتُما	أَنْتَما
	يَحِجَّبُونَ	حَجَّجُوا	هَـم
	يَحِجَّبْنَ	حَجَّجْنَ	هَـنَّ
	تَحِجَّبُونَ	حَجَّجْتُمْ	أَنْتُمْ
	تَحِجَّبْنَ	حَجَّجْتُنَّ	أَنْتُنَّ
	نَحِجُّ	حَجَّجْنَا	نَحْنُ

Generally, it will be noted from the above that whenever a closed syllable occurs at the end of the root form in either the perfect or the imperfect, the doubled letter is separated. In the perfect, this occurs with all forms of the first and second person as well as the third person feminine plural. In the imperfect, this occurs only with the second (s.f.pl.) and third person

feminine plural.

V. Conditional sentences with إذا

The verb governed by إذا (if) is usually in the perfect. It will be noted in the examples below that the past time is expressed by كان with the imperfect.

إذا زَهَبَ إِلَى مَكَّةَ شَاهَدَ الْكَعْبَةَ .  
 إذا زَهَبَ إِلَى مَكَّةَ يَشَاهِدُ الْكَعْبَةَ .  
 إذا زَهَبَ إِلَى مَكَّةَ سَيَشَاهِدُ الْكَعْبَةَ .

Similar  
non-past  
time

If he goes to Mecca, he will see the Kaaba.

إذا كَانَ زَهَبَ شَاهَدَ الْكَعْبَةَ .

Past time

If he had gone, he would have seen the Kaaba.

## UNIT XI

### Grammatical Notes

#### I. The absolute object or المفعول المطلق

##### A. Formation :

The absolute object is the verbal noun (masdar) derived from the verb in the accusative case. The typical pattern includes: Verb - Absolute Object - Modifier.

##### Examples:

He hit hard.  
(lit. He hit an intense hitting.)

ضَرَبَ ضَرْباً شَدِيداً

He fell fast asleep.  
(lit. He slept fast sleeping.)

نَامَ نَوماً عَميقاً

Ahmad drank a great deal.  
(lit. Ahmad drank much drinking.)

شَرِبَ أَحْمَدُ شُرْباً كَثِيراً

I thank you very much.  
(lit. I thank you much thanking.)

أَشْكُرُكَ شُكْراً جَزِيلاً

It should be noted that the verbal noun itself may be omitted in some patterns. e.g.

شَرِبَ أَحْمَدُ كَثِيراً

B. Usage and Meaning of the Absolute Object: It will also be noted from the above examples that the absolute object is used to intensify and add greater force to the meaning of the verb.

#### II. Use of حَيْثُ

A. حَيْثُ is an adverbial conjunction of place and is indeclinable, i.e. it always ends with a damma. وَصَلَ الْقَاهِرَةَ حَيْثُ يُشَاهِدُ الْأَهْرَامَ

He arrived in Cairo where he would see the pyramids.

or,

وَصَلَ إِلَى الْقَاهِرَةِ حَيْثُ يُشَاهِدُ الْأَهْرَامَ

B. حَيْثُ أَنْ may be used initially to express cause.

Since he knew Arabic, he read the Koran. وَحَيْثُ أَنَّهُ كَانَ يَعْرِفُ الْعَرَبِيَّةَ قَرَأَ الْقُرْآنَ



### III. Use of كَمَا / كَ and مِثْلًا / مِثْل

ك is a one-letter preposition that is connected with the following noun and means "as" or "like". (see Unit VI Notes)

مِثْل is an adverbial particle and also means "as" or "like".

Both of these are followed by the noun in the genitive case.

كَمَا has generally the same meaning as مِثْل, but is used with verbs unless followed by أَنَّ

مِثْلًا has generally the same meaning as مِثْل, but is also used only with verbs.

Note that forms with مَا introduce verbal clauses (عِنْدَ مَا / مِثْلًا / كَمَا / كَلَّمَا)

#### Examples:

With a verb: He went to Egypt like his friend did.

ذَهَبَ إِلَى مِصْرَ كَمَا ذَهَبَ صَدِيقُهُ

With a noun: He went to Egypt like his friend.

ذَهَبَ إِلَى مِصْرَ كَصَدِيقِهِ

with أَنَّ: He visited Egypt as well as Lebanon.

ذَهَبَ إِلَى مِصْرَ كَمَا أَنَّهُ زَارَ لُبْنَانَ

### IV. Use of إِسْتَطَاعَ "to be able to"

As with other verbs such as أَرَادَ and أَحَبَّ "to want", إِسْتَطَاعَ imperfect: (يَسْتَطِيعُ) may be followed by either أَنَّ plus the imperfect (subjunctive) or by the masdar. Notice that the two verbs must agree in number and person.

#### Examples:

He was able to travel to Beirut.

إِسْتَطَاعَ أَنْ يُسَافِرَ إِلَى بَيْرُوتَ

إِسْتَطَاعَ السَّفَرَ إِلَى بَيْرُوتَ

We are able to /can/ see the cedar tree.

نَسْتَطِيعُ أَنْ نَشَاهِدَ أَشْجَارَ الْأَرْزِ

نَسْتَطِيعُ مُشَاهَدَةَ أَشْجَارِ الْأَرْزِ

V. Negation plus exceptive particles: A common pattern in Arabic is the use of an exceptive particle with a negated verb. The most common exceptive particles used with this pattern are **إِلَّا** "except", and **عَدَا/غَيْرَ** "other than".

A. Use of **غَيْرَ**

I saw only Beirut.

(lit. I did not see other than Beirut.)

لَمْ أَشَاهِدْ غَيْرَ بَيْرُوتَ

None but Muslims go to Mecca.

(lit. Other than Muslims do not go to Mecca.)

لَا يَذْهَبُ إِلَى مَكَّةَ غَيْرَ  
الْمُسْلِمِينَ

B. Use of **إِلَّا**

He saw only Beirut.

(lit. He did not see except Beirut.)

لَمْ يَشَاهِدْ إِلَّا بَيْرُوتَ

لَا يَنْزِلُ إِلَّا فِي فُنْدُقٍ عَلَى الْبَحْرِ الْمَتَوَسِّطِ

He will stay only in a hotel on the Mediterranean.

(lit. He does not stay except in a hotel on the Mediterranean.)

Note: When used with the negative, the noun after **إِلَّا** takes whatever case its place in the sentence requires (nominative, accusative, or genitive).

**إِلَّا**, however, may also be used with sentences which are not negative, in which case the noun following it must be in the accusative.

For example: "No one but Mohammad came."

مَا أَتَى إِلَّا مُحَمَّدٌ

But,

أَتَى كُلُّ الْأَوْلَادِ إِلَّا مُحَمَّدًا

All the boys came except Mohammad.

## UNIT XII

### Grammatical Notes

#### I. Use of **كُلِّ مَا**

The meaning of **كُلِّ مَا** is "all that" or "all what". Notice that this is a construct phrase. Also, note that so far there are these uses of **مَا**

- مَا** as a separate form of relative pronoun to connect clauses or phrases.
- مَا** as a part of a conjunction to introduce verbal clauses: **كَلَّمَا** / **بَعْدَ مَا** **عِنْدَ مَا** etc.
- مَا** as a negative particle.
- مَا** as a question word.

Examples: (illustrating a. and d: — For the rest see Units VI and VII Notes.)

This is all that they have done.

هَذَا كُلِّ مَا فَعَلُوهُ

This is all (that) I have.

هَذَا كُلِّ مَا عِنْدِي

What is this?

مَا هَذَا ؟

- Note also some idioms with **مَا**:

What (ever) God has willed. (An expression of admiration or anger depending on intonation.) **مَا شَاءَ اللَّهُ**

Including  
(lit. With what is in it.)

بِمَا فِيهِ

- The word **مَا** may be combined with other particles.

Examples:

"of what"

مِنْ + مَا مِمَّا

"about what"

عَنْ + مَا عَمَّا

"for what, why"

لِ + مَا لِمَا

"like, as well as"

ك + مَا كَمَا

## II. Use of أَصَرَ عَلَى

This phrase means "he insisted on". It is followed by a noun, a masdar, or a grammatical equivalent.

Examples:

أَصَرَ الطَّالِبُ عَلَى زِيَارَةِ الْمَتْحَفِ

or,

أَصَرَ الطَّالِبُ عَلَى أَنْ يَزُورَ الْمَتْحَفَ

The student insisted upon visiting the museum.

أَصَرَ عَلَى رَأْيِهِ

He insisted on his opinion.

He insisted on what he said.

أَصَرَ عَلَى مَا قَالَ / قَالَهُ

The bride insisted that she should ride in the saloon car. أَصَرَّتِ الْعُرْسُ فِي الْعَرْشَةِ

or,

عَلَى أَنْ تَرْكَبَ الصَّالُونَ / عَلَى رُكُوبِ الصَّالُونَ

The bride insisted upon riding in the saloon car.

## III. The Passive الْمَبْنِي لِلْمَجْهُولِ

In Arabic, unlike English, the doer does not occur with the passive form.

Note that even though each verb form has its own passive, Form VII is not normally used in the passive because of its passive meaning. It is the form used for passive in Egyptian colloquial.

## A. Formation of the Passive.

1. The perfect is characterized in all forms by damma on the first and kasra on the penultimate letter:

	Active (3.m.s.)	Passive
Form I	كَتَبَ	كُتِبَ
II	كَسَّرَ	كُسِرَ
III	قَابَلَ	قُوِيَ
IV	أَعْلَنَ	أُعْلِنَ

	Active	Passive
Form V	تَقَدَّمَ	تَقَدَّمَ (1)
VI	تَقَابَلَ	تَقَابَلَ (2)
VII	اِنْكَسَرَ	اِنْكَسَرَ
VIII	اِسْتَمَعَ "listen"	اِسْتَمَعَ
X	اِسْتَقْبَلَ	اِسْتَقْبَلَ

Note that those forms which have suku:n on the second letter in the active forms (Forms IV, VII, VIII and X) also have suku:n here in the passive. Any letter other than the first, last, or penultimate which in the active takes fatha will, in the passive, take damma. Similarly, the long vowel, a:, in Forms III and VI of the active changes to the long vowel, u:, in the passive.

2. The imperfect in all forms is characterized by damma on the first letter and fatha on the penultimate.

	Active (3.m.s.)	Passive
Form I	يَكْتُبُ	يُكْتُبُ
II	يُكْسِرُ	يُكْسِرُ
III	يَكَاتِبُ	يُكَاتِبُ
IV	يُقِلُّ	يُقَلُّ
V	يَتَقَدَّمُ	(يَتَقَدَّمُ)
VI	يَجْتَمِعُ	(يَجْتَمِعُ)
VIII	يَتَقَابَلُ	(يَتَقَابَلُ)
X	يَسْتَقْبَلُ	يُسْتَقْبَلُ

Note also that, in the passive, all other vowels, other than the first and last, are either /a/, or, in the case of Forms III and VI long a: corresponding to long a: in the active imperfect.

#### Examples:

The man wrote a letter.

كَتَبَ الرَّجُلُ خِطَابًا

(1), (2) These forms rarely occur in modern usage.

The letter was written.

كُتِبَ الْخِطَابُ

Passive Form  
Form VII)

(Compare:

اِنْكُتِبَ الْخِطَابُ

The boy smashed the window.

كَسَرَ الْوَلَدُ الْنافِذَةَ

Active

The window was smashed.

كُسِرَتِ الْنافِذَةُ

Passive

(Compare:

اِنْكُسِرَتِ الْنافِذَةُ

Form VII)

People hear the Koran every day.

النَّاسُ يَسْمَعُونَ الْقُرْآنَ كُلَّ يَوْمٍ

Active

The Koran is heard every day.

الْقُرْآنُ يُسْمَعُ كُلَّ يَوْمٍ

Passive

## UNIT XIII

### Grammatical Notes

#### I. The comparative with verbal clauses. (1)

When using the comparative or superlative with verbs, the particle **أَنَّ** must be used. The **masdar** or verbal noun can be substituted for **أَنَّ** + imperfect. Notice the word order.

##### Examples:

It is better for you to read than to listen / خَيْرٌ لَكَ أَنْ تَقْرَأَ مِنْ أَنْ تَسْمَعَ  
الْقِرَاءَةُ خَيْرٌ لَكَ مِنَ السَّمْعِ  
It is better for us to eat than to drink. / خَيْرٌ لَنَا أَنْ نَأْكُلَ مِنْ أَنْ نَشْرَبَ /  
الْأَكْلُ خَيْرٌ لَنَا مِنَ الشُّرْبِ

#### II. Conditional Sentences using **إِنْ**

If the conditional is expressed using **إِنْ** ('if'), then the verb in the dependent clause is either in the perfect or in the jussive (imperfect). The past time is expressed by the use of **كَانَ** with the perfect (similar conditional particles: **لَوْ / إِذَا**) in the main clause.

##### Examples:

If I enter the mosque, I will see the Imam. **إِنْ دَخَلْتُ الْجَامِعَ سَأَرَى الْإِمَامَ.**

If he goes to Egypt, he will visit Luxor. **إِنْ يَذْهَبَ إِلَى مِصْرَ سَيُزُورُ الْأَقْصَرَ.**  
**إِنْ كَانَتْ ذَهَبَتْ إِلَى الْقَاهِرَةِ كَانَتْ رَأَتْ الْأَهْرَامَ**

Had she gone to Caïor, she would have seen the pyramids.

(1) See further discussion of comparative in Unit VIII.

### III. Use of أُعْجِبَ and أُعْجِبَ بِ

The Form IV verb أُعْجِبَ means "to please or delight". The passive

أُعْجِبَ plus the preposition بِ has the meaning "to be pleased by... to like, or to admire."

Examples: (In English the equivalent pattern would be: The girl liked the dress or, The Girl was pleased with the dress.)

Using the Active:

The dress delighted the girl.

أُعْجِبَ الْفُسْتَانُ الْبِنْتَ .

Passive:

The girl was delighted by the dress.

الْبِنْتُ أُعْجِبَتْ بِالْفُسْتَانِ .

Or, Or, with pronominal suffixes:

The dress delighted her.

أُعْجِبَهَا الْفُسْتَانُ .

The girl was delighted by it.

الْبِنْتُ أُعْجِبَتْ بِهِ .

If the object is a person, the verb may denote like, admire or love.

The derived participle is often used in this sense.

Examples:

The student admires (or likes) the instructor.

الطَّالِبُ مُعْجِبٌ بِالْأُسْتَاذِ .

Ali likes the girl.

عَلِيٌّ مُعْجِبٌ بِالْبِنْتِ .



## UNIT XIV

### Grammatical Notes

#### I. Use of the pattern . . . . لَمْ يَرَ دَاعِيًا لـ

This phrase, which means "He did not see (any) reason to (or, for)...." is followed by either أَنْ plus the verb in the imperfect subjunctive or by the defined masdar, a defined noun, a demonstrative, or a pronoun.

##### Examples:

With a verb:

لَمْ أَرَزَ دَاعِيًا لِأَنْ أَحْضَرَ الْمَحَاضِرَةَ .

With a masdar:

لَمْ أَرَزَ دَاعِيًا لِحُضُورِ الْمَحَاضِرَةِ .

I did not see any reason to attend the lecture.

Note that while the masdar does not have the definite article it is defined by virtue of being in construct with a defined noun.

With the demonstrative:

لَمْ أَرَزَ دَاعِيًا لِذَلِكَ

I did not see any reason for that.

#### II. Use of طَلَبَ (1)

طَلَبَ meaning, "he requested" may also be followed by either the masdar (definite) or by أَنْ plus the imperfect subjunctive.

##### Examples:

With masdar:

طَلَبَ حُضُورَهُمْ فِي الْمَحَاضِرَةِ .

With subjunctive verb:

طَلَبَ أَنْ يَحْضُرُوا الْمَحَاضِرَةَ .

He requested that they attend the lecture.

#### III. The Adverb of Manner (called الْحَال)

A. Introductory: The verb or the sentence may be modified by a word or

(1) Similar verbs used with أَنْ  
He insisted that أَصْرَ عَلَى أَنْ

He wanted to... أَرَادَ أَنْ  
He ordered that.. أَمَرَ أَنْ

clause or a whole sentence to express the manner of action.

Examples:

I returned home walking.  
(i.e. I walked back home.)

رَجَعْتُ الْبَيْتَ مَاشِياً .

I came home running.

رَجَعْتُ الْبَيْتَ وَأَنَا أَجْرِي .

We returned home in a hurry.

رَجَعْنَا الْبَيْتَ مُسْرِعِينَ

The girl returned home in a hurry.

رَجَعَتِ الْبِنْتُ إِلَى الْبَيْتِ مُسْرِعَةً .

B. Form:

As shown in the examples above the adverb of manner is the undefined accusative form of

- (1) A participle that must agree with the doer in number and gender.
- (2) A clause that consists of the connective و "and" plus a subject pronoun and its imperfect verb.

IV. The Negative Imperative.

The negative imperative is formed by placing the particle لا before the second person jussive.

Examples:

Compare:

	Imperative Negative	Imperative
Do not write.	لا تَكْتُبْ	اُكْتُبْ
Do not go.	لا تَذْهَبْ	اِذْهَبْ
Do not walk.	لا تَمْشِ	اِمْشِ
Do not travel. (f. sing.)	لا تُسَافِرِي	سَافِرِي
Do not speak. (m. pl.)	لا تَتَحَدَّثُوا	تَحَدَّثُوا
Do not speak. (f. pl.)	لا تَتَحَدَّثْنَ	تَحَدَّثْنَ

- V. Use of ( لا بُدَّ لـ مِنْ ) It is necessary that... lit: There is no escape for someone from....) In this phrase, the subject of the English sentence comes after the inseparable preposition. This is usually followed by مِنْ

plus the verbal phrase (masdar or أَنْ plus subjunctive verb).

Examples:

With subjunctive:

لَا بُدَّ لَهُ مِنْ أَنْ يَذْهَبَ إِلَى الْمَدِينَةِ

With masdar:

لَا بُدَّ لَهُ مِنَ الذَّهَابِ إِلَى الْمَدِينَةِ .

It is necessary that he should go to the city.

or,

He has to go to the city.

لَا بُدَّ لَنَا مِنْ أَنْ نَسْمَعَ مُحَاضَرَةَ الْأُسْتَاذِ .

It is necessary that we listen to the professor's lecture.

or,

We have to listen to the professor's lecture.

VI. Use of إِمَّا . . . وَإِمَّا (1) "Either... or...."

(Sometimes written إِمَّا . . . أَوْ).

The first of these particles may be followed by either a noun, a pronoun, or a verb. If followed by a noun or pronoun, the particle أَنْ must also be used. The second is followed by either a verb or a negative verb particle.

Examples:

With a noun:

إِمَّا أَنْ الرَّجُلَ عَرَفَهُ وَإِمَّا لَمْ يَعْرِفْهُ .

Either the man knew him or he did not know him.

With a pronoun:

إِمَّا أَنَّهُ عَرَفَهُ وَإِمَّا لَمْ يَعْرِفْهُ .

Either he knew him or he did not know him.

VII. Use of طَالِبَ The Form III verb طَالَبَ means "to claim", "to demand back". The person (or thing) from whom the subject is demanding a thing back is the direct object and the thing being claimed is preceded by the preposition. بِـ.

(1) This pattern should be distinguished from أَمَّا . . . فَـ "as to..." (See Unit VI Note V).

Thus, the sentence:

I asked Fatima to return the book. Expressed as:

طَالَبْتُ فَاطِمَةَ بِالْكِتَابِ .

or with pronouns:

طَالَبْتُهَا بِهِ .

I demanded it back from her.

طَالَبْتُهَا بِهِ .

Note: This verb may be distinguished from طَلَبَ إِلَى "request" and

طَلَبَ مِنْ "ask... for..."

VIII. Use of حَقَدَ عَلَى "bear a grudge against...."

He bore a grudge against Mahmūd.

حَقَدَ عَلَى مَحْمُودٍ

Muhammad bears a grudge against them.

يَحْقِدُ مُحَمَّدٌ عَلَيْهِمْ .

## UNIT XV

### Grammatical Notes

I. Use of **أَصْبَحَ ، صَارَ** (See " **كَانَ** and its sisters", Unit X)

II. Uses of **سَوَاءٌ**

A. Uses of **سَوَاءٌ . . . أَوْ**

1. Meaning: Whether...or..., No matter whether...or..., be it...or....
2. Usage **سَوَاءٌ** as a connective is indeclinable and nunated (with fatha). It is followed by either a verbless sentence or a verbal (subject, verb, and direct object [optional]) sentence.

#### Examples:

With a verbless sentence:

سَوَاءٌ مَعَكَ الثَّمَنُ أَوْ لَيْسَ مَعَكَ لَا بُدَّ أَنْ تَشْتَرِيَ الْكَافَّةَ .

Whether you have the price or not, you must buy the pastry.

سَوَاءٌ الْمُسْلِمُ مِنْ مِصْرَ أَوْ مِنَ الْعِرَاقِ عَلَيْهِ الْحَجُّ إِلَى مَكَّةَ .

Whether the Muslim is from Egypt or Iraq, he must go on the pilgrimage to Mecca.

With a verbal sentence:

سَوَاءٌ أَكَلْتَ أَوْ لَمْ تَأْكُلْ لَا بُدَّ أَنْ تَشْتَرِيَ الْكَافَّةَ .

Whether you have eaten or not, you must buy the pastry.

سَوَاءٌ أَرْزَقَكَ اللَّهُ أَمْ لَمْ يَرْزُقْكَ فَلَا بُدَّ أَنْ تَأْتِيَ بِالْكَافَةِ .

Whether God gives (money) or not, you must bring the pastry.

B. Idioms: **سَوَاءٌ عَلَيْنَا أَتَأْكُلُ أَمْ لَا تَأْكُلُ** It is the same to us whether you eat or not. (lit: [It is the] same on us you eat or you do not eat.)

C. **سَوَاءٌ** as a substantive.

1. Meaning: equality, sameness.

## 2. Examples:

أَحْمَدُ وَمُحَمَّدٌ وَسَالِمٌ سَوَاءٌ .

Ahmad, Muhammad and Salim are equal.

هُمَا سَوَاءٌ

They are the same/equal.

عَلَى السَّوَاءِ

Note that, when used as a predicate, **سواء** does not inflect for number or gender.

III. Use of **صَلَّى** to pray.

The verb **صَلَّى** may be used as a transitive verb. In this case, the direct object is the prayer being prayed. Usually the five prayers of the day are referred to by the time of day in which they are performed.

Examples:

The people prayed the dawn (early morning [prayer]).

صَلَّى النَّاسُ الْفَجْرَ .

Every day Muhammad says (prays) the noon prayer.

كُلَّ يَوْمٍ يُصَلِّي مُحَمَّدٌ الظُّهْرَ .

Every day we say (pray) the evening (prayer).

كُلَّ يَوْمٍ نَصَلِّي الْمَغْرِبَ .

The noun form **صَلَاة** is often used with the verb.

أَدَّى

He performed the dawn prayer.

أَدَّى صَلَاةَ الْفَجْرِ .

## IV. Use of the elative (See also, Grammatical Notes, Unit VIII). The elative (comparative or superlative) may be formed in one of two ways:

1. By putting the adjective into the form **أَفْعَل**

Examples:

هَذَا الْكِتَابُ أَجْمَلُ مِنَ الْمَجَلَّةِ .

This book is more beautiful than the magazine. (جميل beautiful).

The boy is younger than the girl. الولد أصغر من البنت .

2. By using such elatives as أَكْثَرُ (more) or أَقَلُّ (less) followed by a noun in the indefinite accusative. This noun answers the question "more with respect to what?"

Examples:

الكتاب أجمل لوناً من المجلة .

The book is more beautiful (in color) than the magazine.  
(Lit: The book is more with respect to color than the magazine.)

الولد أقل سناً من البنت .

The boy is younger (Lit: less in age) than the girl.

هذه البنت أكثر جمالاً من الثانية .

This girl is more beautiful (Lit: more in beauty) than the other.

V. Patterns with جاء/أتى

- A. "He brought" is expressed by using the verb جاء (he came) أتى plus the preposition بِ . The person to whom a thing is brought is the direct object.

Examples:

He brought the book.

جاء بالكتاب

or, He brought it.

جاء به

He brought it to me.

جاءني به

He brought Mohammad the books.

أتى محمداً بالكتب .

He brought them to him. ( the books )

أتاه بها

They brought him the books.

أتوه بالكتب

Compare: The boy came.

أتى الولد / جاء الولد بالكتاب .

أتى الولد بالكتاب / جاء الولد بالكتاب .

The boy brought the book.

Similarly: The boy came/arrived.

حَضَرَ الْوَلَدُ

The boy brought the book.

أَحْضَرَ الْوَلَدُ الْكِتَابَ .

- B. The verb 'أَعْطَى' "to give" may take two direct objects. The person to whom a thing is given is the first object and the thing being given is the second.

Examples:

The instructor gave Muhammad the book.

أَعْطَى الْأَسْتَاذُ مُحَمَّدًا الْكِتَابَ .

Tomorrow, he will give him the book.

غَدًا سَوْفَ يُعْطِيهِ الْكِتَابَ .

If pronouns are used for both direct objects and the second one is attached to the particle **إِيَّاهُ** plus the appropriate pronoun suffix.

He gave it to him.

أَعْطَاهُ إِيَّاهُ .

Also, the preposition **إِلَى** may be prefixed to the noun or pronoun to whom the thing is given.

He gave Muhammad the book.

أَعْطَى الْكِتَابَ لِمُحَمَّدٍ .

He gave him the book.

أَعْطَاهُ الْكِتَابَ / أَعْطَى لَهُ الْكِتَابَ .

Note: Antonym: **يَأْخُذُ** "take" **أَخَذَ**

VI. Expressing "beginning action"

The following verbs when followed by a verb in the imperfect, have the meaning "to begin to...", "to start to...."

Examples:

He began to cry.

صَارَ  
بَدَأَ

أَخَذَ  
أَصْبَحَ

She began to write.

صَارَ يَكْتُبُ .  
أَخَذَتْ تَكْتُبُ .

Mahmud and Mahfu:z began to walk to the restaurant.



بَدَأَ مُحَمَّدٌ وَمَحْفُوظٌ يَمْشِيَانِ إِلَى الْمَطْعَمِ .

Note: These "auxiliary" verbs have a different meaning when they function as principal or transitive verbs.

Example:

She took the book.

أَخَذَتِ الْكِتَابَ .

She began to write.

أَخَذَتْ تَكْتُبُ .

" " " "

أَخَذَتْ فِي الْكِتَابَةِ .